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ABSTRACT

A study was conducted to identify reasons companies used community colleges and four-year colleges and universities for corporate education. Other purposes were to determine ways in which companies obtained such educational services and the effect of company size. The population consisted of the chief executive officers of 494 manufacturing companies with 26 or more full-time employees in 3 Illinois Chamber of Commerce service areas (Rockford area, Illinois Quad-City, and Peoria area). A total of 129 usable surveys were returned. The survey instrument consisted of 83 closed-ended items and 6 open-ended items. Findings indicated that 73 companies used higher education institutions. Community colleges were used for more aspects of corporate education and job-related training in emerging technologies at a reasonable cost for managers, supervisors, and technical and clerical personnel. Four-year institutions were used by executive and management personnel. Except for technical skills training and use of tuition assistance programs, company size was not a factor in the use of community colleges for corporate education. (26 references) (YLB)

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COMMUNITY COLLEGES, FOUR-YEAR COLLEGES, AND UNIVERSITIES AS PROVIDERS OF EDUCATION AND TRAINING FOR CORPORATE EMPLOYEES

presented by

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Significant financial and human resources are expended by business and industry to educate and train employees. Referred to in the literature as corporate education, it is defined, for purposes of this study, as that employee training or education paid for by the employing institution that occurs in environments other than a person's specific work area and which has identified objectives and content; the training or education relates to the needs of the employing institution rather than the needs of the learner.

Carnevale, Gainer, & Villet (1990) estimated that of the $210 billion spent annually on corporate education, $30 billion is spent on formal employee education and training, 69% of which is provided by employers with the remaining 31% obtained from external sources. As outside providers, colleges and universities provided 31.2% ($2.9 billion) of the corporate education purchased by employers; community colleges and technical institutes have a lesser share at 15.5% (1.4 billion) (Carnevale, Gainer, & Villet, 1990).

As a growing enterprise, Honan (1982) stated that corporate education will have a considerable and permanent impact on higher education. Because corporate education is the largest delivery system for adult education, employers will increasingly rely on higher education for employee education and training as cost pressures for such continue to increase (Carnevale and Goldstein, 1983). However, Moser (1986) found that only 9.9% of training dollars are directed at university-provided corporate education and

only 1.9% to community colleges. Thus, Moser (1986) and Carnevale, Gainer, and Villet (1990) are in agreement that corporations are not taking advantage of higher education for employee education and training.

The extensive criticisms of higher education by corporate America explain such minimal use of community colleges and four-year institutions. Among the many complaints are that education is not on the cutting edge of technology, specialized training provided by educators is actually a standard version of the curriculum, educators do not have state-of-the-art knowledge (Moser, 1986), and educational institutions are not flexible in their scheduling, admissions, and registrations procedures in ways that accommodate corporate employees (Lynton, 1981).

Given such criticisms and the one-to-two years needed by higher education to develop a course or program for business or industry, employers are best able to provide education and training relative to ever-changing technologies (Honan, 1986). Because educational institutions cannot meet all corporate education and training needs, "the question...is whether it is possible...to increase the present limited extent to which some corporate human resources needs are met by colleges and universities" (Lynton, 1981a, p. 65). According to Nash and Hawthorne:

> if traditional collegiate institutions and associations ignore or discount corporate education, they will do so at their own peril. There is room for accommodation and cooperation that will serve learners and providers well. (1987, p. 2)

Purpose

The purpose of this study was to identify the reasons why

companies utilized community colleges and four-year colleges and universities, respectively, for corporate education. Other purposes were to determine the ways by which companies obtained such educational services and the effect of company size in the utilization of higher education institutions for corporate education.

Methodology

For purposes of focus and delimitation, the population consisted of the chief executive officers of 494 manufacturing companies (with 26 or more full-time employees) in three Illinois chamber of commerce service areas: Rockford Area Chamber of Commerce, the Illinois Quad-City Chamber of Commerce, and the Peoria Area Chamber of Commerce. Each service area included a community college and at least one four-year college or university.

The population was reduced from 494 to 466 because 28 of the surveys were not usable because the survey was nondeliverable, the company was no longer in business, or the company had less than 26 full-time employees. A total of 129 usable surveys were returned for an overall 27.7% response rate. Seventy-three of the companies used community colleges and four-year institutions for corporate education while 56 companies did not. This response rate is consistent with Lusterman's (1977) signal study, "Education in Industry," which had a response rate of 22% (610 useable surveys from a sample of 2,798 companies) (p. 91).

The entire population was sent a survey instrument consisting of 83 closed-ended items and six open-ended items for additional

comments. Each close-ended item required a Likert scale (4 = strongly agree; 3 = agree; 2 = disagree, 1 = strongly disagree) or yes/no response and was answered in reference to a community college and a four-year college or university.

Using the Statistical Package for the Social Sciences, SPSS/PC+, frequency distributions, percents, means, and the chi-square statistic were used for the data analysis.

Findings

The most common reasons why companies used community colleges and four-year colleges and universities for corporate education were identified (Table 1). A mean response of 3.0 was used to determine the most common reasons for using community colleges:

Education and training are needed in emerging technologies (mean = 3. 29)

Costs are reasonable (mean = 3.27)

The education and training apply to the job (mean = 3.25)

The college has available facilities (classroom conference space, laboratories, etc.) (mean = 3.23)

Virtually all employees need education and training (mean = 3.23)

The education and training foster personal growth and development (mean = 3.21)

The college has a contact person to address our company's needs (mean = 3.03)

The most common reasons why companies used four-year colleges and universities for corporate education were because:

The education and training foster personal growth and development (mean = 3.27)

Education and training are needed in emerging technologies (mean = 3.26)

Virtually all employees need education and training (mean = 3.12)

The education and training apply to an employee's job (mean = 3.10)

The study also focused on the categories of corporate education offered by institutions of higher education that were most commonly used by the companies in the study (Table 2). Using a standard of 51%, the most common categories of corporate education offered by community colleges and used by manufacturing companies, in rank order, were:

Supervisory training (84.9%)

Technical skills training (83.6%)

Management development (79.5%)

Clerical training (74.0%)

Communication skills (65.8%)

Relative to four-year colleges and universities, the most common categories used, in rank order, were:

Management development (79.5%)

Executive development (63.0%)

A third area of interest was the most common ways by which companies obtained corporate education from institutions of higher education (Table 3). Using mean response of 3.0, there was no primary or dominant way by which companies obtained corporate education from four-year colleges and universities. However, the most common ways by which companies obtained corporate education from community colleges, in rank order, were:

Technical courses (mean = 3.19)

Selected by individual employees who utilize tuition assistance programs (mean = 3.07)

Advertised seminars and workshops (mean = 3.05)

The most common reasons why companies expected to use higher education for corporate education in the future were also studied (Table 4). Using a mean response of 3.0, the most common reasons why companies expected to use community colleges in the future, in rank order, were for:

Personal growth and development of employees (mean = 3.07)

Seminars and workshops (mean = 3.08)

Supervisory training (mean = 3.00)

There was no primary or dominant reason why companies expected to use four-year institutions for corporate education in the future.

The level of company satisfaction with the corporate education and training provided by community colleges and four-year academic institutions was also studied (Table 5). A mean response of 3.0 was the standard used to determine the level of satisfaction. A mean response of 2.89 for community colleges indicated that companies were less than satisfied with the corporate education provided. While a mean response of 2.49 showed that companies were also less than satisfied with the corporate education provided by four-year colleges and universities (Table 6).

The study also attempted to determine if there was a relationship between company satisfaction with the corporate education and training offered by community colleges and four-year colleges and universities, respectively, and community colleges and

four-year colleges and universities understanding of company corporate education needs. The chi-square statistic implied a significant relationship between company satisfaction with corporate education provided by community colleges and community colleges understanding of corporate education needs, chi-square (1, N = 73) = 15.19, $p < .0004$ (Table 7).

The chi-square test also implied a significant relationship between company satisfaction with the corporate education offered by four-year colleges and universities and the four-year colleges and universities understanding of corporate education needs, chi-square (1, N=73) = 18.53, $p = .0000$ (Table 86).

The study also focused on the extent to which company size (based on the number of full-time employees) was a factor in the use of community colleges and four-year colleges and universities for corporate education. Except for technical skills training and the use of tuition assistance programs, company size was not a factor in the use of community colleges for corporate education.

The chi-square statistic showed a significant relationship between company size and the use of community colleges for technical skills training, chi-square (1, N = 73) = 4.03, $p = .0447$ (Table 7). Large companies with more than 500 full-time employees were more likely to use community colleges for technical skills training than small companies with 500 or fewer full-time employees.

The chi-square statistic also showed a significant relationship between company size and employee use of tuition

assistant programs to attend community colleges, chi-square (1, N = 73) = 4.86, p = .0274 (Table 10). Employees from large companies with 500 or more full-time employees were more likely to use tuition assistance programs to attend community colleges than were employees from companies with 500 or fewer full-time employees.

For four-year colleges and universities, the chi-square statistic showed a significant relationship between company size and the use of such institutions for management development, chi-square (1, N = 73) = 5.30, p = .02 (Table 11). Large companies with more than 500 full-time employees were more likely to use four-year colleges and universities for management development than small companies with 500 or fewer full-time employees. Therefore, except in relationship to management development, company size was not a factor in the use of four-year colleges and universities for corporate education.

The final area of concern was the most common reasons why companies do not utilize higher education for corporate education (Table 12). Using a mean response of 3.0, there was no dominant or primary reason why companies did not use community colleges or four-year colleges and universities, respectively, for corporate education.

Conclusions

The study focused on the use of community colleges and four-year colleges and universities by manufacturing companies for the corporate education. Based on the findings, determined from the results and analysis of data, certain conclusions are drawn.

1. Community colleges were used for more aspects of corporate education than were four-year institutions. Though less than satisfied with the corporate education offered by community colleges, companies were more satisfied with the corporate education provided by community colleges than by four-year colleges and universities.

2. Job-related training in emerging technologies at a reasonable cost for managers, supervisors, and technical and clerical personnel formed a major market share of corporate education for community colleges. Seminars, workshops, and tuition assistance programs were used to attend community colleges.

3. A market share of corporate education for four-year institutions was found to be related to executive and management personnel. Such institutions were also used for education that fostered personal growth and development, was job-related, and involved emerging technologies.

4. Focusing on the personal growth and development of employees and supervisory training, companies will, in the future, use the seminars and workshops offered by community colleges for corporate education.

5. Rather than company size, understanding company corporate education needs was integral in the use of community colleges and four-year colleges and universities for corporate education. Community colleges were viewed as understanding such needs better than the four-year colleges and universities.

Discussion and Implications

According to Carnevale (1986) and Carnevale, Gainer, and Villet (1990), institutions of higher education were the primary external providers of corporate education with four-year institutions providing more corporate education than community colleges. Because Morse (1981) and Cross (1981) indicated that community colleges and four-year colleges and universities often compete for the same corporate education markets, for purposes of strategic planning, it is important to differentiate between the use of community colleges and four-year colleges and universities for corporate education.

Carnevale (1986), Carnevale, Gainer, and Villet (1990), Moser and Seaman (1987), and the Personnel Policies Forum (1977) indicated that four-year institutions provided more corporate education than community colleges. Yet the findings of this study indicated broader use of community colleges for corporate education in comparison to four-year institutions in terms of current use, future use, and categories of employees served.

Though not totally satisfied with the corporate education provided by academe, the findings also indicated that the companies were more satisfied with the corporate education provided by community colleges than by four-year colleges and universities. While four-year schools were used for some of the same reasons as community colleges, community colleges were credited with providing corporate education and training at a reasonable cost and having a contact person to address company needs.

Consistent with the literature was the finding that four-year colleges and universities were used by executives and managers while community colleges were used by supervisors, technical workers, and clerical personnel. However, the study also found that community colleges were used for management development. Thus management development represents a market segment for community colleges which is consistent with Fidler's (1982) recommendation that community colleges should provide management development and training programs for those employees aspiring to higher level management positions.

Though this study revealed greater satisfaction and broader use of community college provided corporate education, the use of four-year institutions by executives and managers is probably related to why the literature credits four-year colleges and universities with providing more corporate education. Employees with higher levels of education, such as executives and managers, receive more corporate education than do other employees (Training, 1982; Carnevale & Goldstein, 1983; Zemsky & Meyerson, 1985; Lee, 1987; Carnevale, 1986; et al.). Carnevale and Goldstein (1983) stated: "The more education and training already invested in an individual, the more the investment in formal training is likely to increase" (p.55).

Because community college costs are generally lower than those for four-year schools, more money is spent for attendance by executives and managers for programs at four-year institutions. The cost factor is especially important since the amount of

corporate education has often been documented in the literature in dollar values. Consequently, though more money has been spent for corporate education provided by four-year institutions, it is possible that because of the broader use of community colleges, the community college share of corporate education is greater if other measurements (head-count enrollment or hours of instruction), were used to determine market share.

The broader use of community colleges for corporate education may be related to their flexible nature which can accommodate the changing needs of business and industry (Liston, 1986), to the broader scope clientele served, and to their more aggressive approach in comparison to four-year institutions. Carnevale, Gainer, and Villet (1990) stated that four-year institutions do not have specific departments to work with industry while most community colleges do. Using the business metaphor, Brown (1981) stressed the importance of salesmanship in marketing corporate education which included the need to have a contact person for the college. Having a contact person was a common reason why community colleges were used for corporate education. A similar reason was not given in reference to four-year institutions.

Another major finding was related to tuition assistance programs. Lusterman (1977) and Carnevale, Gainer, and Villet (1990) reported on the prevalence of tuition assistance programs that allowed employees to take college courses or pursue degrees which according to Morse (1984), were a major category of employee education. Fidler (1982) identified degree programs for purposes

of job improvement, upgrading, and retraining as one of the many needs of business and industry. Brown viewed the awarding of credit as one of the most important assets that colleges should market to business and industry because companies were "interested in training activities leading toward the awarding of college credit...[which is] a motivation for some employees to continue to study toward a degree" (p. 6). However, the College Board (1989) reported a tendency toward noncredit offerings.

Though Morse (1984) reported low employee participation in tuition assistance programs, this study found that employees used tuition assistance programs for corporate education offered by community colleges. Because technical courses, usually offered for college credit, were used for corporate education from community colleges, it is likely that tuition assistance was used for technical courses.

Community colleges were also used for technical courses, technical skills training, and education and training in new technologies. That community colleges were used for various aspects of technical education is consistent with the College Board (1989) report that showed that community colleges were more likely to serve firstline supervisors, secretarial and clerical workers, and operators and craft workers than were four-year institutions. Carnevale and Gainer (1989) also reported that community colleges provided corporate education for technicians, craft workers, and skilled workers. Thus technical courses and technical skills training can be viewed as a market niche for community colleges.

Advertised seminars and workshops were other ways by which corporate education was obtained from community colleges. Respondents also indicated their intent to use community college seminars and workshops in the future. According to Phillips (1983): "The seminar business is big business" (p. 206). Moser and Seaman (1987) found that workshops and seminars were the preferred corporate education activities of community colleges and four-year institutions. Borquist (1986) told of the repackaging of community college services to include workshops and seminars at convenient times and locations, including professional development seminars for managers. Moser and Seaman (1987) reported that workshops and seminars for professional development offered by community colleges and four-year schools were preferred by training managers as sources of corporate education.

Employee personal growth and development were also found to be a reason why companies used higher education for corporate education and why community colleges were going to be used for such in the future. Personal growth and development is inherent in the concepts of lifelong learning and human capital development. Such concepts foster education which, according to Peterfreund (1976), involves "the development of the mind, the transmission of knowledge, and the ability to reason" (p. 31), and development which "not only embraces 'training' and 'education,' but also contains efforts at developing character, interpersonal skills, self-awareness, and other dimensions of personal growth and behavior" (p. 31).

This study also focused on company size, as measured by the number of full-time employees, as a factor in the use of community colleges and four-year institutions for corporate education. Eurich (1985) reported that employees with less than 500 employees relied more than larger companies on external sources and were more likely to have cooperative arrangements with community colleges. According to Carnevale and Gainer (1989):

> Large companies buy almost 40 percent of their formal training from outside providers, mid-sized employers buy an even larger share...and small employers go outside for nearly all their formal training. (p. 15)

While the majority of companies in this study employed 500 or fewer employees, company size was not found to be a dominant factor in the use of higher education for corporate education. Only two significant relationships were found between company size and the use of community colleges: all companies with over 500 employees used community colleges for technical skills training and employees from companies with over 500 employees were more likely to use tuition assistance programs to attend community colleges.

A significant relationship was found between company size and the use of four-year institutions for management development. Companies with more than 500 employees were more likely to use four-year institutions for management development than were companies with less than 500 employees.

That company size was not a major factor in the use of community colleges and four-year colleges and universities for corporate education relates to strategic planning and marketing efforts. While the use of community colleges by large companies

for technical courses has planning implications, community colleges should not narrow their corporate education scope to include only such targets. Rather, community colleges should also focus on the other reasons why community colleges were used for corporate education and the reasons why they expect to use such institutions in the future. Likewise, four-year institutions can strategically plan to capitalize on employee use of executive and management development programs and education that is not only job related and in emerging technologies, but also fosters personal growth and development.

A final consideration of this study related to why some companies did not use higher education for corporate education. Lusterman (1977), Eurich (1985), and Carnevale, Gainer, Villet, and Holland (1990) indicated that internal sources were used for corporate education that involved confidential or proprietary information and Lynton (1982) reported that job specific education and training were best conducted by company personnel. Honan stated that corporations "offer their own education programs because they do not believe traditional colleges and universities can fulfill their specific needs and requirements" (p. 8). Other reasons provided by the literature regarding the preference for internal education included that the subject matter was industry specific, company specialists were better instructors than college faculty who were criticized as not having state-of-the-art knowledge, training did not become obsolete before use, lack of previous success with higher education, lack of or untimely

response by higher education to the needs of industry, and that internally provided education was more cost efficient.

Despite the numerous criticisms of higher education and the many potential reasons why manufacturing companies did not use higher education for corporate education, this study found no primary or dominant reason why community colleges and four-year colleges and universities were not used for corporate education.

Consistent with the literature was the finding relative to both community colleges and four-year colleges and universities that these institutions were perceived to not understand company employee education and training needs. Using the business metaphor, Zemsky and Myerson (1985) stated: "There is...a serious failure on the part of potential buyer and seller to understand the real terms of their likely exchange" (p. 210) and Morse (1984) reported industry's argument that "traditional institutions are not responsive to industry's needs and have not recognized the concerns of firms and employees" (P. 3).

That institutions of higher education do not understand employee education and training needs is an area that warrants the attention of both community colleges and four-year colleges and universities if they wish to capitalize on the projected growth in the corporate education market. Strategic planning efforts need to focus on ways in which higher education can better understand corporate education needs.

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Table 1

Mean Responses for Reasons Why Companies Used Community Colleges and Four-Year Colleges and Universities for Corporate Education and Training

Item	Variable	Community Colleges	Four-Year Colleges & Universities
4	Applies to job	3.25	3.10
5	Personal growth and development	3.21	3.27
6	Reasonable costs	3.27	2.47
7	All need education and training	3.23	3.12
8	Few need education and training	1.40	1.49
9	In-house training too costly	2.26	2.26
10	Subjects are company specific	2.27	2.19
11	Subjects are industry specific	2.59	2.45
12	Education and training needed emerging technologies	3.29	3.26
13	College has necessary facilities	3.23	2.97
14	Faculty has expertise	2.93	2.93
15	College has necessary equipment	2.89	2.75
16	College awards CEUs	2.49	2.38
17	College has a contact person	3.03	2.22
18	Past success with the college	2.88	2.62
19	College advertises corporate education and training	2.47	2.53
Mean		2.81	2.63

Table 2

Frequency Distribution for Categories of Corporate Education and Training Offered by Community Colleges and Four-Year Colleges and Universities and Used by Manufacturing Companies

Item	Variable	Community Colleges N	Four-Year Colleges & Universities N
21	Executive development	Yes 61 No 12	Yes 46 No 27
22	Management development	Yes 58 No 15	Yes 58 No 15
23	Supervisory training	Yes 61 No 11	Yes 32 No 41
24	Sales training	Yes 22 No 51	Yes 18 No 55
25	Safety training	Yes 36 No 37	Yes 11 No 62
26	Customer service	Yes 25 No 48	Yes 9 No 64
27	Clerical training	Yes 54 No 19	Yes 15 No 58
28	Technical skills training	Yes 61 No 12	Yes 27 No 46
29	Communication skills	Yes 48 No 25	Yes 34 No 39
30	Basic skills	Yes 29 No 44	Yes 11 No 62

Table 3

Mean Responses for the Ways Companies Obtained Corporate Education and Training From Community Colleges and Four-Year Colleges and Universities

Item	Variable	Community Colleges	Four-Year Colleges & Universities
32	Customized at company request	2.06	1.86
33	Courses scheduled at college at company's request	1.85	1.75
34	Advertised seminars and workshops	3.06	2.64
35	Required for employee license renewal or recertification	2.12	1.95
36	Offered at company at our request	2.03	1.80
37	Employees use tuition assistance programs	3.07	2.90
38	Offered for college credit	2.93	2.89
39	Part of a degree program	2.92	2.93
40	Technical courses	3.19	2.64
Mean		2.58	2.37

Table 4

Mean Responses for the Reasons Companies Expected to Use Community Colleges and Four-Year Colleges and Universities for Corporate Education and Training in the Future

Item	Variable	Community Colleges	Four-Year Colleges & Universities
42	Controlling costs of education and training	2.43	2.18
43	Company specific information	2.22	1.96
44	Industry specific information	2.52	2.32
45	New technologies	2.97	2.71
46	Job specific training	2.85	2.40
47	Employee personal growth and development	3.07	2.88
48	Customized training	2.33	1.99
49	College courses scheduled for employees	2.11	1.92
50	Seminars and workshops	3.08	2.78
51	Employee licensure and recertification	2.14	2.00
52	College credit courses	2.85	2.84
53	Degree programs	2.75	2.84
54	Executive development	2.23	2.709
55	Management development	2.84	2.70
56	Supervisory training	3.00	2.43
57	Sales training	2.11	2.04
58	Safety training	2.26	1.93
59	Customer service	2.15	1.86
60	Clerical training	2.70	1.99
61	Technical skills	2.95	2.40
62	Communication skills	2.74	2.36
63	Basic skills	2.25	1.84
Mean		2.60	2.32

Table 5

Mean Responses for Community Colleges Understanding Corporate Education and Training Needs

Item	Variable	Mean
65	Company satisfied with corporate education and training	2.99
66	Community college understands company education and training needs	2.78

Mean = 2.89

Table 6

Mean Responses for Four-Year Colleges and Universities Understanding of Corporate Education and Training Needs

Item	Variable	Mean
65	Company satisfied with corporate education and training	2.71
66	College or university understands education and training needs	2.27

Mean = 2.49

Table 7

Satisfaction with Corporate Education and Training Offered by Community Colleges

Group	Satisfied	Not Satisfied	Chi-square
Understands needs	48	2	15.92*
Does not understand needs	14	9	

*$p < .05$

Table 8

Satisfaction with Corporate Education and Training Offered by Four-Year Colleges and Universities

Group	Satisfied	Not Satisfied	Chi-square
Understands needs	30	1	18.53*
Does not understand needs	21	21	

*$p < .05$

Table 9

Use of Community Colleges for Technical Skills Training

Company size	Yes	No	Chi-square
500 or fewer employees	45	12	4.03*
More than 500 employees	16	0	

*$p < .05$

Table 10

Use of Tuition Assistance Programs to Attend Community Colleges

Company size	Yes	No	Chi-square
500 or fewer employees	43	14	4.86*
More than 500 employees	16	0	

*$p < .05$

Table 11

Company Size as a Factor in the Use of Four-Year Colleges and Universities for Management Development

Company size	Yes	No	Chi-square
500 or fewer employees	42	15	5.30*
More than 500 employees	16	0	

*$p < .05$

Table 12

Mean Responses for Reasons Why Companies Did Not Use Community Colleges and Four-Year Colleges and Universities for Corporate Education and Training

Item	Variable	Community Colleges	Four-Year Colleges & Universities
68	College's costs are too high	1.93	2.46
69	Faculty lacks expertise	2.43	2.38
70	College lacks equipment	2.18	2.30
71	College lacks facilities	2.18	2.30
72	College does not have contact person	2.25	2.30
73	College not flexible in scheduling	1.98	2.13
74	College takes too long to respond	2.09	2.25
75	College does not offer education and training at off-campus sites	2.00	2.14
76	College has rigid admission procedures	2.77	2.91
77	College does not understand corporate education and training needs	2.77	2.91
78	College not up-to-date on new technologies	2.09	2.07
79	College not flexible in registration procedures	1.91	2.09
80	Faculty does not have state-of-the-art knowledge	2.14	2.16
81	Omitted		
82	All employees need education and training	2.34	2.25
83	Few employees need education and training	2.09	1.93
84	Subject matter is company specific	2.88	2.73
85	Subject matter is industry specific	2.66	2.50
86	College does not award CEUs	1.34	1.45
87	No previous success with the college	1.96	1.88
88	College does not advertise corporate eduction and training opportunities	2.02	2.13
Mean		2.16	2.22